



בית הספר
לשליחות
ע"ש אדלסון



Activities for Commemorating the First Anniversary of the Swords of Iron War

Written and published on behalf of the Shlichut Institute



September 2024

Table of Content:

War Hero Cards Activity Junior high school and High School students	5-6
Hackathon for October 7th Junior high school, High school, University students and community members	6-8
October 7th Through Stories for Children Children at the ages of 6-8	8
The 3-Ds of Antisemitism: Activity for identifying and addressing antisemitism Middle school and older, may be adapted according to age	9-12
Activity for Processing Emotions Related to the Events of October 7th Highschool and University students	13-14
October 7th: An Image of the Future Junior high school, Highschool and Students.	15-16



War Hero Cards Activity

Target audience: Junior high school and High School students

Objectives:

- Introducing stories of heroism from the war
- Commemoration and remembrance
- Connection to Israeli values and spirit



Process

Method 1: Sharing

Ask participants if they have heard stories of heroism related to October 7. Go around the room sharing stories and examples. If no stories come up, activity facilitators can share stories of heroism that have been prepared in advance.

Method 2: Research

Ask each participant to find another story of heroism that they had not yet heard. It does not have to be related to an Israeli soldier. It could involve a citizen or a local person they know who acted bravely in reaction to the events of October 7. For example, it could be a Hillel member who opposed anti-Zionist demonstrations at a nearby university, a young person who organized a rally supporting Israel and raised funds, etc. Participants should look for stories they connect with. Recommendation: To find stories, use the book *One Day in October*, or look on the internet and websites with testimonials such as Edut 710, etc.

Method 3: Doing/Creating

Create “hero cards” in any style you choose.

1. Hand out construction paper pre-cut to the size of the cards you want to make. Participants will create cards about individual heroes that they choose. This activity is appropriate for children. The cards can have a drawing on one side of the card with information on the other.
2. Cards can be designed using a graphic design program such as Canva and printed as a set.
3. Print the cards with the heroes’ pictures on one side and the information about them on the other.
4. Provide pre-cut or purchased cards from card stock and a range of art materials that participants can choose from. Have a printer available to print the cards during the activity.

At this stage, each participant should design two or more hero cards, designed as follows:
Side A - Drawing or photograph of the hero with his/her name and a message or quote.
Side B - Information about the hero including name, background information, values, and a story of heroism.

Summarizing the Activity

After designing the cards, participants can exchange cards or keep the ones they made. Everyone should leave with two cards that they can pass on to others. They can give the cards to anyone they choose and for any reason. The goal is to pass them along in conjunction with an act of goodness that expresses a value held by that hero. Alternatively, they can pass along the cards after telling that hero's story. In this way, we create a memory chain of heroes from October 7.

After explaining the instructions, summarize the activity with the group:

- How was it for you to engage with the various heroes' stories?
- How did you feel when making the hero cards?
- Did you exchange or pass along your cards?
- What did you find valuable in the process of exchanging these cards?
- Is there anything you want to say or share about the experience?
- Add additional questions appropriate for the group.

Hackathon for October 7th

Target audience: Junior high school, High school, University students and community members

Objectives:

- Using communal wisdom to create something new.
- Addressing content related to October 7.
- Implementing a project, idea, or initiative.

Background

A hackathon is a stand-alone activity, at the center of which is commemoration and engagement with the events of October 7. A hackathon is beneficial because it is an ongoing activity that motivates action and enables multiple ideas and suggestions for further activities related to the subject. Below is a short guide to creating your own hackathon.



Process

Suggested framework for holding a hackathon:

1. Goal setting

- Set clear goals for the hackathon, such as creating commemorative projects, strengthening the community, raising awareness, etc.
- Define the desired outputs, such as an app or website, exhibition, community event, activity, etc.

2. Logistics

- Choose a suitable location.
- Set the date and duration of the event - usually between 24 and 48 hours.
- Prepare technical infrastructures - internet, electricity, computers.
- Arrange for refreshments and drinks for participants.

3. Recruiting participants

- Publicize the event in the community and on social media.
- Invite relevant professionals such as developers, designers, educators, and psychologists.
- Involve representatives from bereaved families or victims of terrorism, if this is appropriate for your goals.

4. Structure of the hackathon

- Introduction: Explain the goals of the event and present the topic.
- Create diverse teams.
- Sessions of intensive work.
- Short breaks for refreshment and networking.
- Mentoring from professionals.

5. Judging and evaluation

- Define criteria for evaluating the projects.
- Select a diverse team of judges.
- Provide constructive feedback to all teams.

6. Continuation

- Plan how to implement the selected projects.
- Create a platform for ongoing cooperation between the participants.

Primary requirements:

- Budget for organizing the event
- Dedicated organizing team
- Suitable place with appropriate technical infrastructure
- Partners and supporters such as the municipality or local social organizations
- Professional mentors and judges
- Technical equipment: computers, projectors
- Information sources and creative materials

This subject must be approached with sensitivity and respect, taking into account the feelings of the participants and the community. In addition, it is important to invite dignitaries to attend the event, and perhaps even families.

October 7th Through Stories for Children

Target audience: Children at the ages of 6-8

Objectives:

- Commemorating the events of October 7 with young children in an age-appropriate way.
- Dealing with feelings and experiences and familiarizing the children with the events.



Process

Method: Storytelling

Read one or more of the stories in the book *A War of Heroes*, which tells heroic stories from the war in a way that is appropriate for children.

Ask questions relevant to the story such as:

- What is the story about?
- Did you like the story?
- Who is your favorite character in the story? Why?
- If you were a character in a story, who would you want to be?
- Do you know a similar story, real or fictional?
- What do you think is the moral of the story?



Summary and Engagement with October 7th

Frame the story for the children: “The story we just heard is one of many stories of children and adults in Israel who have been at war since October 7. Does anyone know what happened on October 7?”

After asking this question and giving them time to answer, decide whether there was anything irrelevant or incompatible in their responses and provide context or mediation as necessary.

“On October 7, a war started in the State of Israel. Some bad people from a terrorist organization hurt people. Fortunately, the brave citizens of Israel and the Israel Defense Forces were able to stop the attack. There is still a war in Israel, but thanks to high-tech systems like the Iron Dome, life in Israel is continuing. Am Yisrael Chai!”

The discussion and information can be adapted according to the framework and what is appropriate for the ages of the children you are working with.

The 3-Ds of Antisemitism: Activity for identifying and addressing antisemitism

Target audience: Middle school and older, may be adapted according to age.

Objectives:

- Become familiar with the 3 Ds of antisemitism test.
- Deepen participants’ understanding of how the 3 D’s have been manifested since the attack on October 7.



Process

Introduction: Present a brief explanation of Natan Sharansky’s 3 D’s test. The three-D test for anti-Semitism is a test designed to differentiate between criticism of the State of Israel and anti-Semitism.

- The three D's represent:
 - Delegitimization
 - Demonization
 - Double standards towards the State of Israel

When each of these represents, according to the test approach, antisemitism. In 2004, the Israeli government minister and former prisoner of Zion in the Soviet Union, Natan Sharansky, devised the test as a conceptual tool to define

the limits of legitimate criticism of the actions and policies of the State of Israel, to illegitimate anti-Semitic criticism. Because according to Sharansky, the new (worldwide) anti-Semitism, unlike the classic one, is much more difficult to expose, and therefore the "three D's for anti-Semitism" test is useful for identifying and exposing it. The test was adopted by the United States Department of State.

Give an in-depth explanation with examples

*You can show a previously prepared presentation or explain it on your own, depending on your capabilities and presentation opportunities.

A. Demonization

Definition: Attributing demonic or evil qualities to the Jews or the State of Israel.

Examples:

1. Comparing Israel or Jews to Nazis.
2. Accusing Jews of secretly controlling the world economy.
3. Describing Israel as a country that commits systematic genocide.

B. Double standards

Definition: Using different standards to judge the behavior of Jews or Israel than are applied to others.

Examples:

1. Demanding that Israel resolve its conflicts peacefully while accepting the use of force by other countries.
2. Harsh criticism of certain Israeli policies, while ignoring similar or more serious violations in other countries.
3. Requiring Jewish organizations to renounce Israel while having no similar requirement for other ethnic or religious groups.

C. Delegitimization:

Definition: Denying the Jewish people's right to self-determination or denying the legitimacy of the existence of the State of Israel.

Examples:

1. Claiming that Israel is an inherently racist country.
2. Calling for the elimination of the State of Israel.
3. Denying the historical connection of the Jews to the Land of Israel.

Group discussion

Divide participants into three groups, each focusing on one of the 3 D's.

Task: Think of examples from contemporary reality and discuss their implications. You can focus on things that have been experienced in your community or a nearby campus or examples that have been heard from friends or family.

Present the results of the discussions.

Each group will briefly share what came up in their discussion.

Identification exercise

Present scenarios and statements for analysis, for example:

- "Israel is an apartheid state."
- "Jews control the world media."
- "Israel should cease to exist as a Jewish state."
- "Israel violates the human rights of the Palestinians."

Ask participants to identify whether each example is antisemitism according to the 3 D's test and to give reasons.

Discuss the limits of the test

- Discussion: When does criticism of Israel's policies become antisemitism?
- Examine borderline cases, such as criticism of settlements or government policies.

Simulation

Sample scenario: A student organization at a local university has organized an "Apartheid Week" focused on Israel.

Participants will be asked to analyze the scenario according to the 3 D's test, with a discussion of effective ways to respond to and deal with the situation.

Summary

- Review the main points of the 3 D's test.
- Discuss the advantages and disadvantages of the test.
- Talk about ways to use this test in daily life.

Additional notes:

It is important to emphasize that not all criticism of Israel is antisemitic and that this test was designed to identify latent antisemitism. Encourage a balanced and sensitive discussion while recognizing the complexity of the issue. The examples and scenarios can be adapted to the target audience and its cultural background.

Activity for Processing Emotions Related to the Events of October 7th

Target audience: Highschool and University students

Objectives:

- Processing personal emotional experiences in the wake of the events of October 7.
- Discussion about the emotions among people in the group or community.
- Recalling and commemorating the events of October 7.



Process

Introduction

Create an open atmosphere and explain the purpose of the activity: to share and process emotional experiences since October 7. Emphasize the importance of listening and respecting the different experiences of each participant.

Opening round with emotion cards

- Spread “emotion cards” in the center of the circle. You can make cards or pages with various emotions written on them.
- Each participant will choose 2-3 cards that represent the emotions they experienced in the last year related to the Swords of Iron War.
- Go around the group, enabling each participant to share why they chose these cards.

Emotions on the cards may include: joy, sadness, anger, fear, surprise, disgust, love, hate, jealousy, pride, shame, guilt, frustration, excitement, anxiety, relief, confusion, hope, despair, disappointment, satisfaction, loneliness, longing, calm, stress, empathy, impatience, indifference, curiosity, comfort, compassion, enthusiasm, concern, astonishment, bitterness, admiration, confidence, helplessness, nervousness, optimism.

Reflective writing

Each participant will write about:

1. What have I learned about myself during this time?
2. What strength or resource did I discover in myself?
3. What would I want to say to my pre-October 7 self?

Group Sharing

With the whole group, participants who wish to do so can share one insight from the reflective writing exercise. Encourage discussion on commonalities and differences among their experiences.

Creating a “Wall of Hope”

On a large piece of construction paper, each participant will write or draw something that gives them hope or the strength to continue. With prior agreement, a display space can be allocated in the Jewish Community Center or other public area displaying their “graffiti of hope.”

Conclusion

Summarize the main insights that emerged in the activity. Remind the participants of the importance of mutual support and ongoing emotional processing.

Comments to the facilitator:

- Show sensitivity regarding participants’ needs. If a difficulty arises, try to address it, and apply your listening skills.
- Encourage an atmosphere of acceptance and respect for all the experiences and feelings that arise.
- Prepare information about support resources for those who need it.

October 7th : An Image of the Future

Target audience: Junior high school, Highschool and Students.

Objectives:

- To create a positive and hopeful discourse about Israel's future.
- Focus on the potential changes in Israel's internal and external relations, and how the events of October 7 could be a turning point.



Process

Introduction and presenting the topic.

- The activity facilitator will begin with a discussion of the events of October 7 and their impacts. Emphasize the resilience and ability of the people of Israel to overcome difficulties and to continue to strive for a better future.
- Explain the purpose of the activity to participants: to dream and come up with ideas of what Israel might look like in the future, with a focus on maintaining positivity, cooperation, and prosperity.
- Group discussion
- Divide participants into small groups of 4-5 people. Ask them to discuss the following questions:
 - How do you see Israel in 10, 20, or 50 years?
 - How do you think the events of October 7 will affect the country in the long term?
 - How will Israel's relations with countries around the world and with Diaspora Jewry improve or change, in your opinion?
 - What values and beliefs do you think will lead Israeli society in the future? What values and beliefs do you think should lead it?

Creation and sharing

Each group will do a creative work that represents their vision of Israel's future. This can be a cooperative painting on a large canvas, a mural on a wall, a poem, a play, a presentation, or any other form of expression chosen by the facilitator or participants.

Sharing and concluding discussion

After finishing the creative work, each group will present their product to the other participants and explain the ideas behind it. Gather all the participants together for a concluding discussion, in which they can share insights and ideas that arose during the activity. Write on a whiteboard the ideas that come up during the discussion and highlight key issues that were mentioned.

Summary and inspiration

End the activity with an inspiring message about the power of dreams and ambitions to shape the future. Ask participants to continue thinking about how they personally can contribute to the realization of this positive vision for Israel.

Suggestions for the facilitator:

- Maintain a positive and inclusive atmosphere throughout the activity.
- Encourage participants to think creatively and openly.
- Try to maintain a respectful and considerate discourse even when sensitive topics arise.

